

**Keeping Our Eye
On the Prize:
2 Billion Reasons Kentucky Can
Succeed By 2020**



KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



James L. Applegate

Vice President for Academic Affairs
May 2008

Kentucky's 2020 Vision

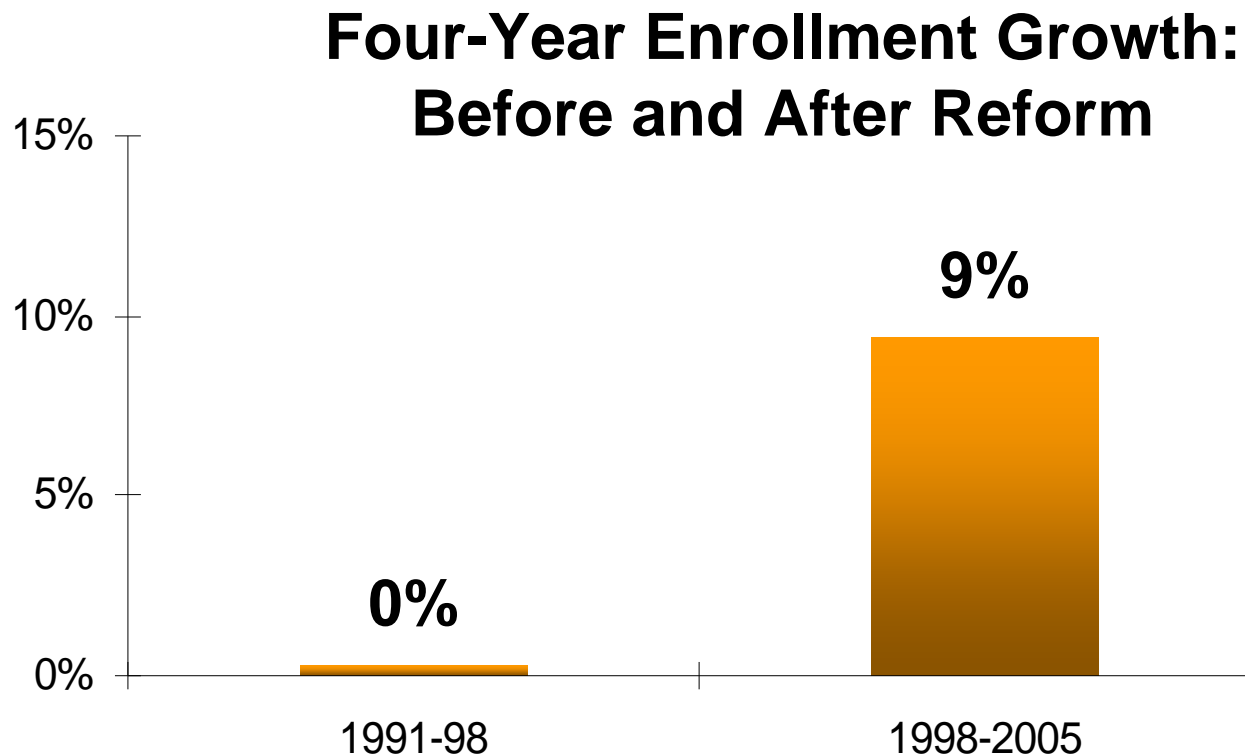
Postsecondary Education Improvement Act of 1997 (HB 1)

Increases educational attainment and promotes economic development to raise the standard of living and quality of life in the Commonwealth above the national average by the year 2020.

Kentucky Adult Education Act of 2000 (SB 1)

Acknowledges adult literacy as a fundamental barrier to every major challenge facing Kentucky and calls for a multi-faceted strategy to address the low level of education of Kentucky's adult population.

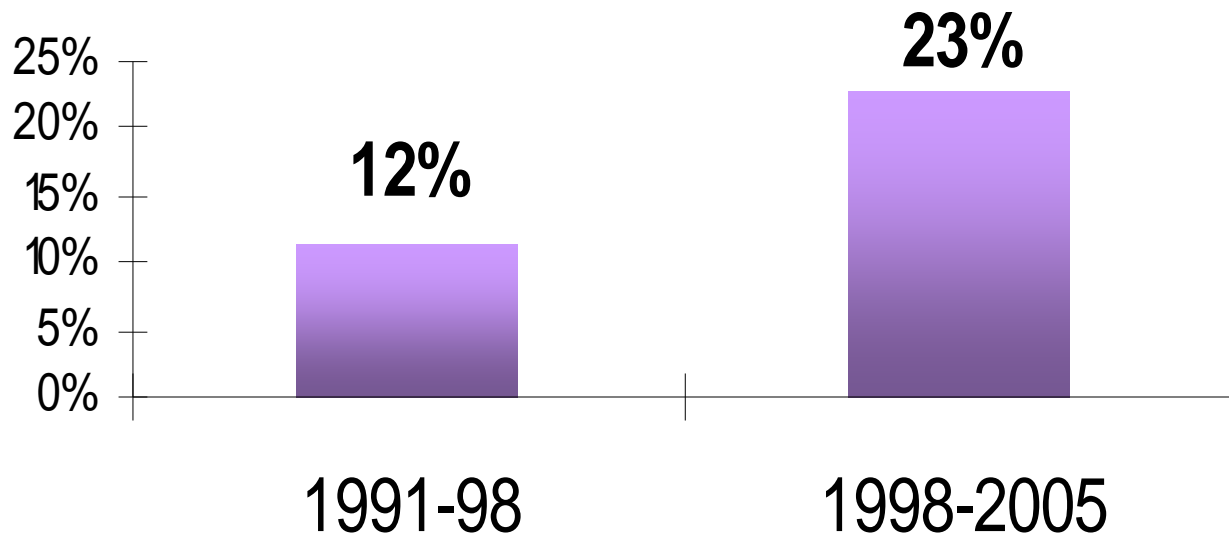
Reform is Working



Public and Independent Four-Year Institutions
Undergraduate, Graduate, and Professional

Reform is Working

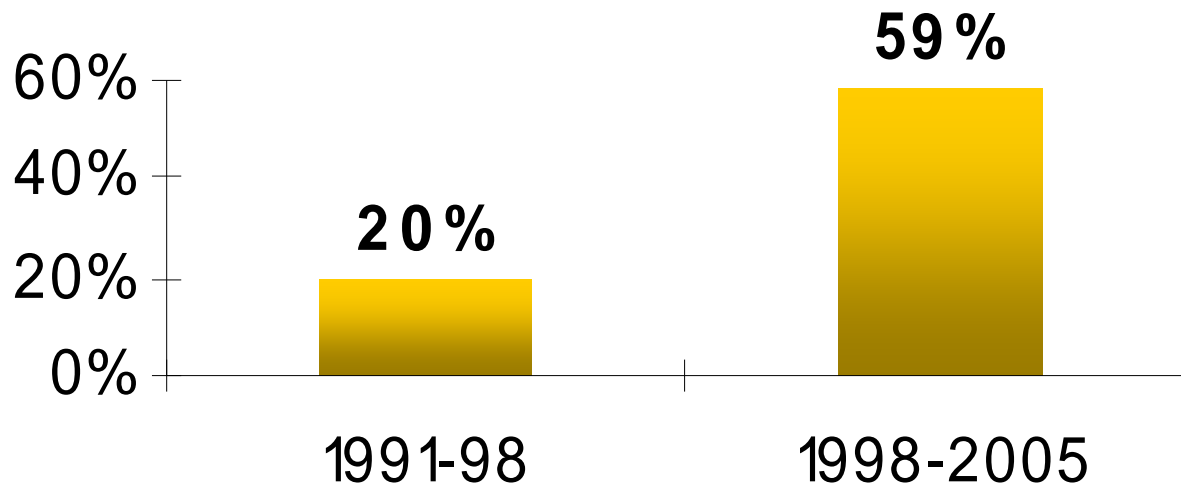
Growth in Degrees: Before and After Reform



Public and Independent Four-Year Institutions
Associate, Bachelor, Graduate, and Professional Degrees

Reform is Working

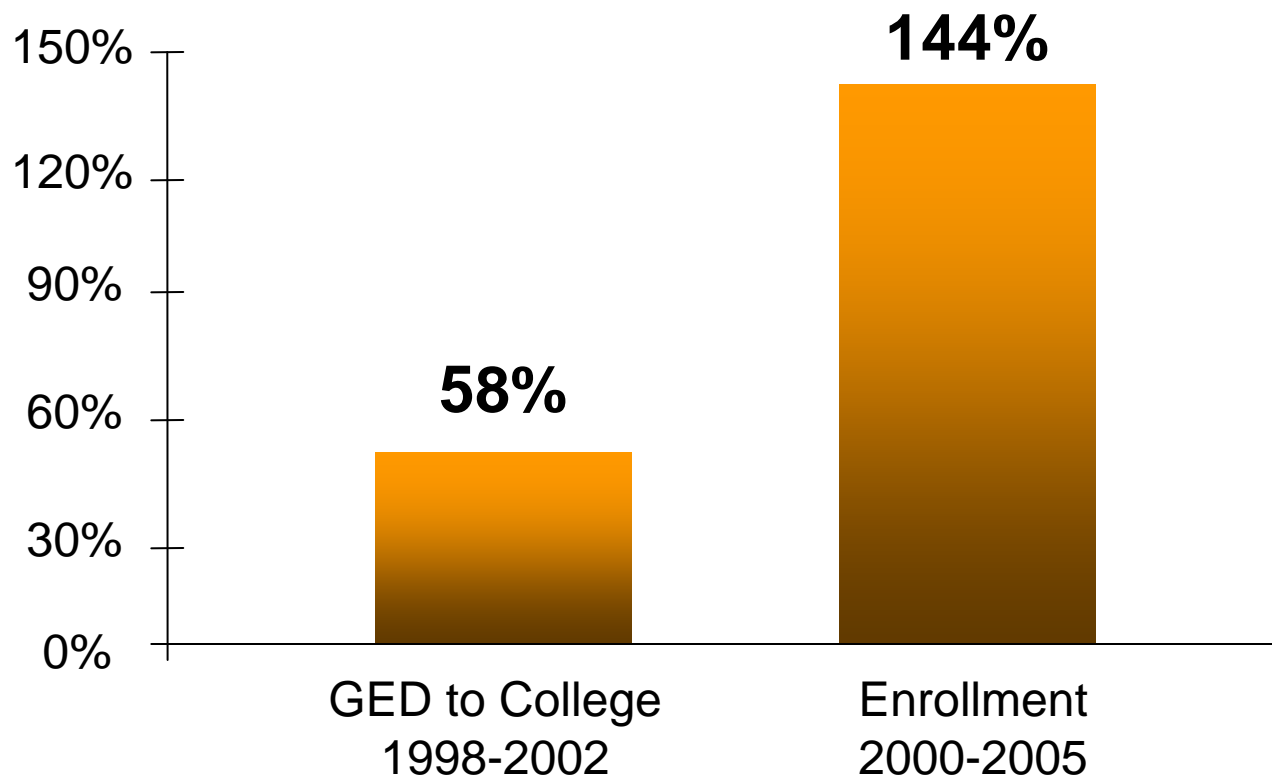
Growth in Associate Degrees: Before and After Reform



Includes all public two-year institutions in 1991 and 1998

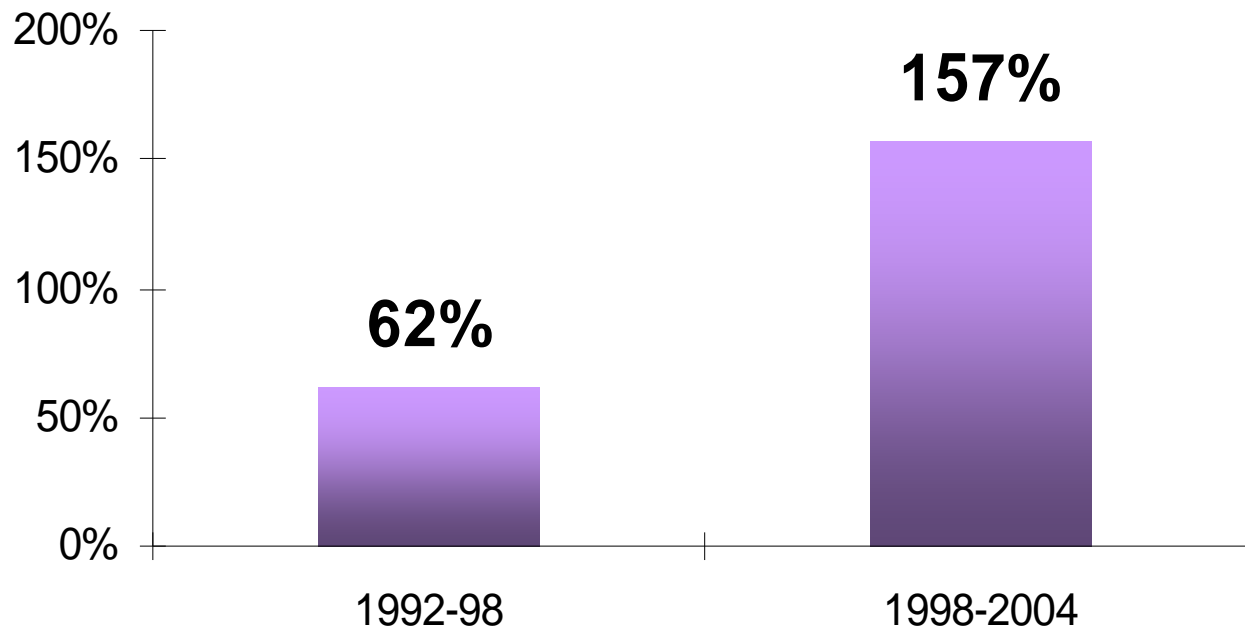
Reform is Working

Growth in Adult Education College Going and Enrollment



Reform is Working

Growth in Federal R&D Investment: Before and After Reform



Annual Federal R&D Expenditures at all Kentucky Institutions

Still a Long Way to Go

Bachelor's Degrees

Despite fifth largest percentage increase in the nation (1990-2000), Kentucky remains:

- 47th in adults with at least a bachelor's degree

High School or GED Graduates

Despite the largest increase (9.5%) in the nation (1990-2000), Kentucky remains:

- 49th in adults with at least a high school diploma or equivalent

Per Capita Income

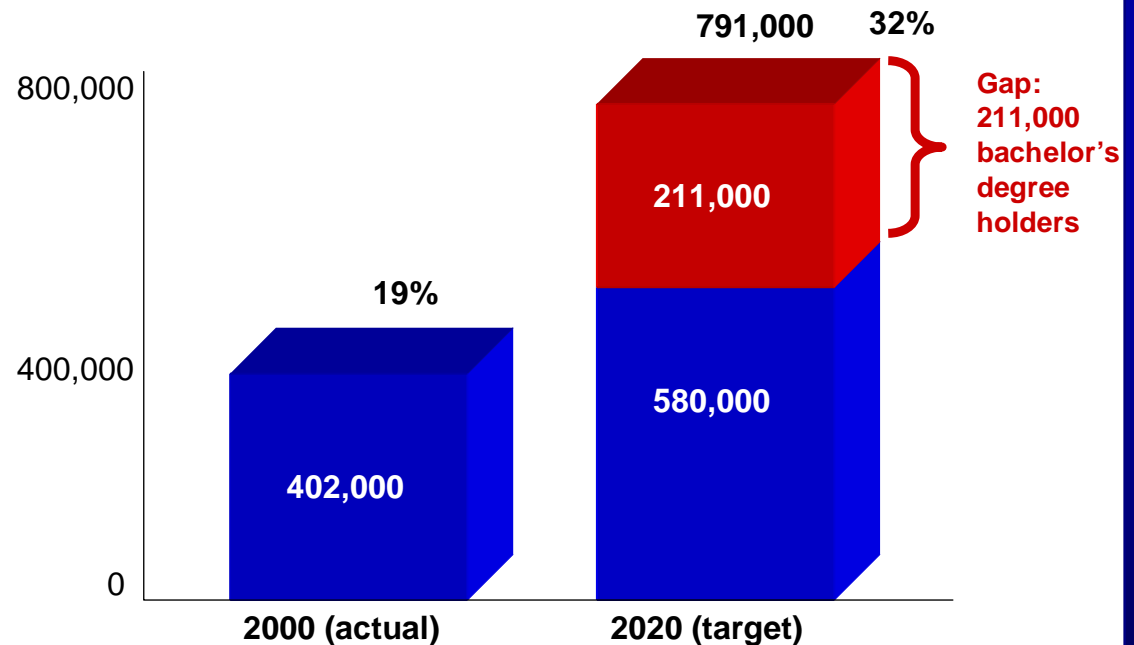
Despite 29% increase since 1998, Kentucky remains:

- 43rd in per capita income

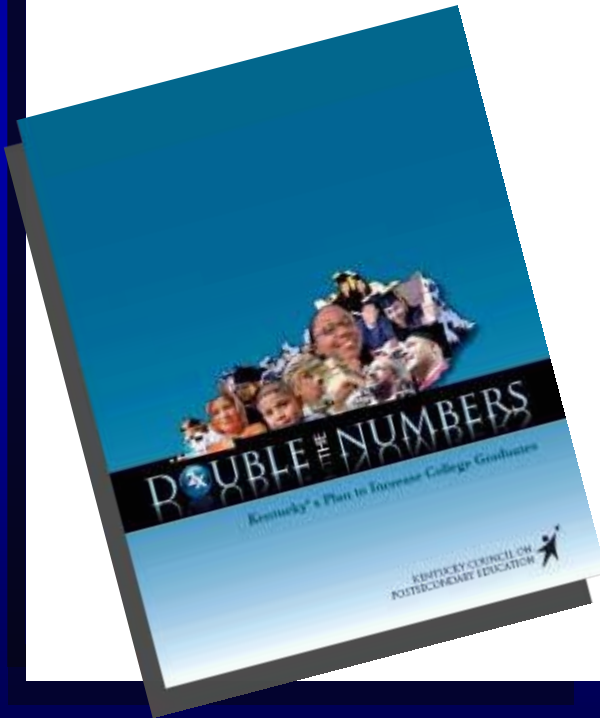
Where does Double the Numbers come from?



Goal:
To achieve
postsecondary
education reform
goals, Kentucky
must double the
number of people
with at least a
bachelor's degree
by 2020

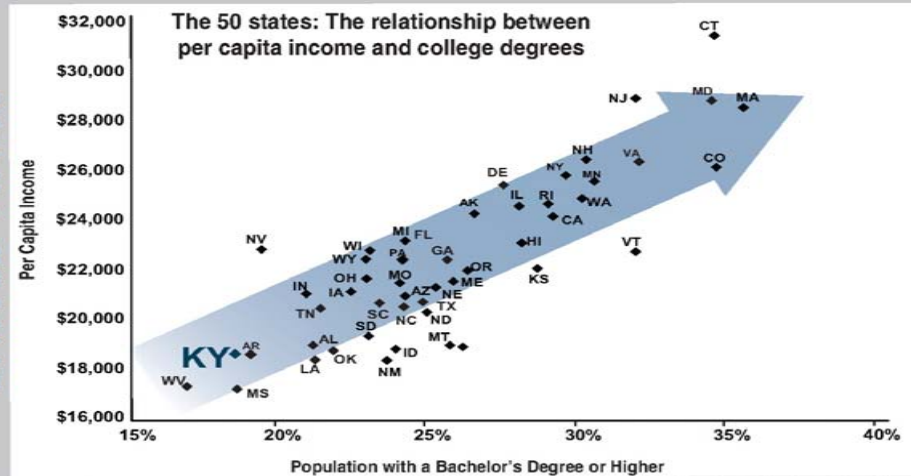


Necessity of increasing college graduates in Kentucky

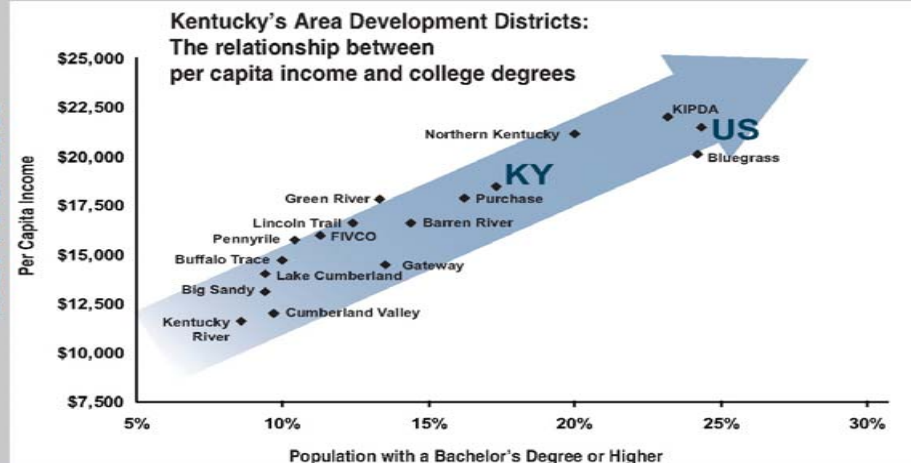


THE LINK BETWEEN LEARNING AND EARNING

UNITED STATES



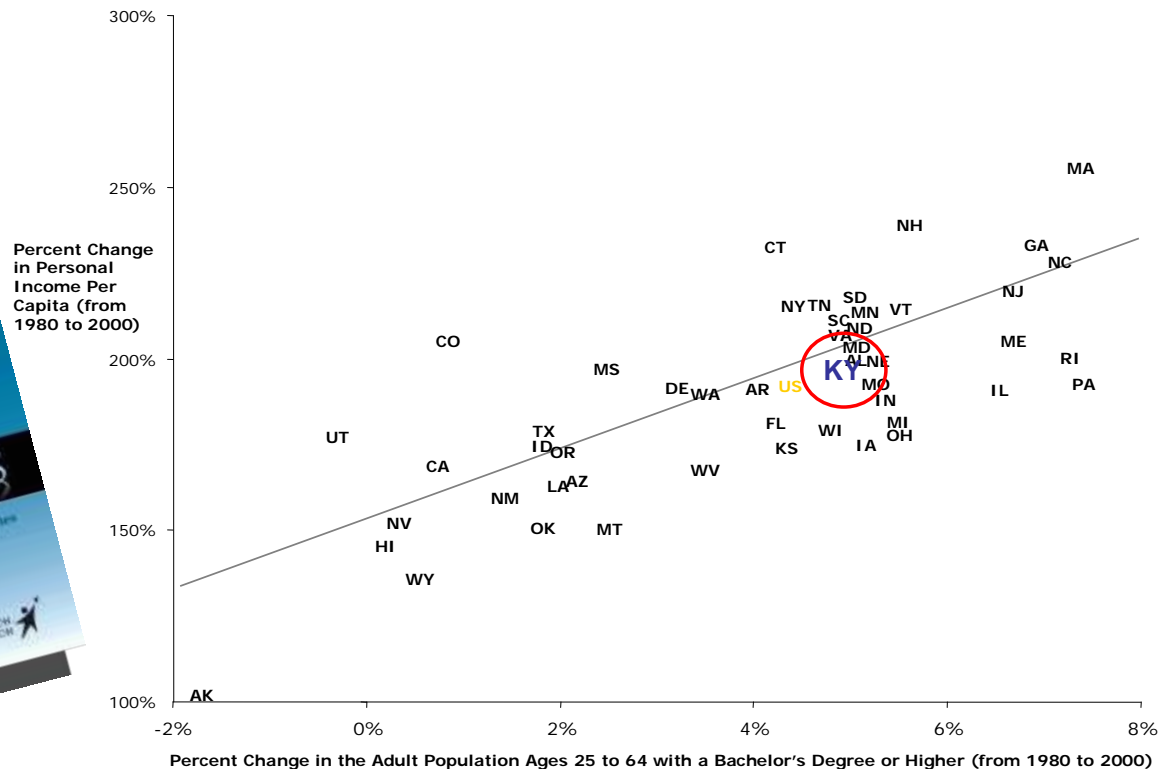
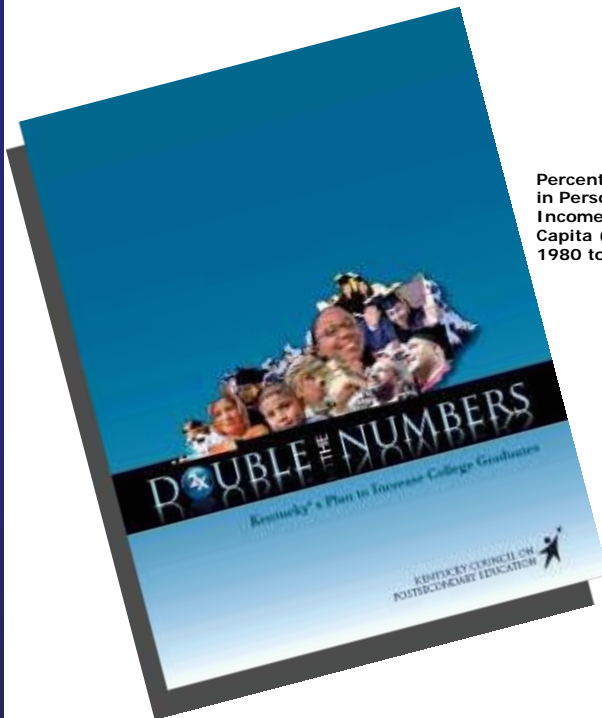
KENTUCKY



A map of Kentucky's Area Development Districts is available on page 132.

Necessity of increasing college graduates in Kentucky

States that experienced the greatest increases in educational attainment also experienced the greatest increases in personal income from 1980 to 2000.

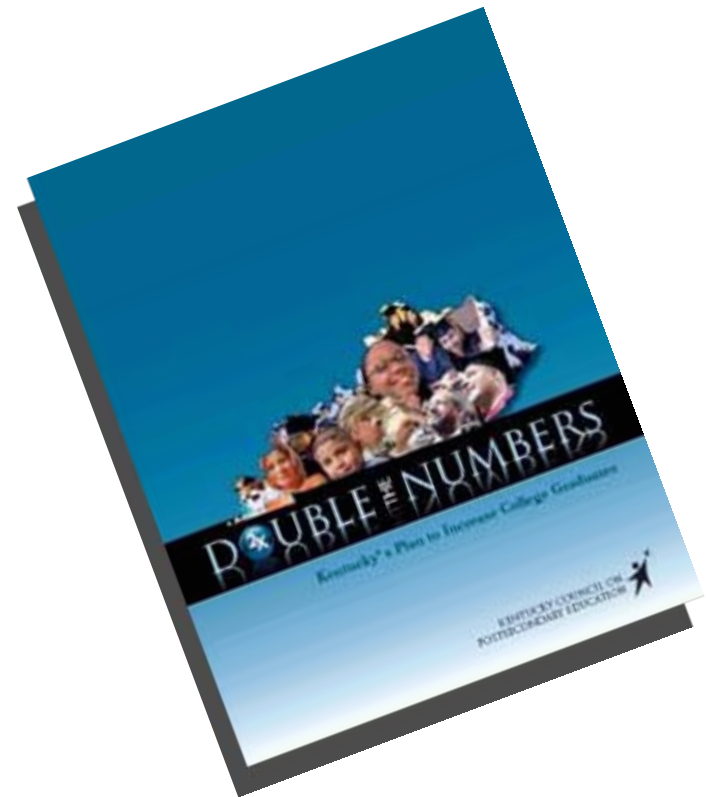


Double the Numbers Plan



Five Strategies

1. Raise high school graduation rates
2. Increase GED graduates and transition more to college
3. Enroll more first-time students at KCTCS and increase transfers to 4-year programs
4. Increase college attendance and completion
5. Attract college-educated workers to Kentucky and create new jobs



Rising to the Challenge

Increase Access to Success

Contain Costs

Enhance Quality

Increase Public Support



The Old Academy



The New Academy

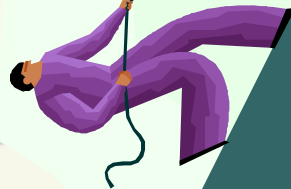




QUALITY



COST



ACCESS

**THE IRON
TRIANGLE**



ACCESS to SUCCESS

initiative

Rising to the Challenge

America faces two serious challenges to its long-time dominance in higher education:

- Fierce and well-financed international competition from countries determined that they – not the United States – will have the best educated workforce in the world; and
- A wide chasm within our own country in the rates at which different groups of young Americans earn college degrees.

Meeting these challenges is essential to the health of our democracy, the strength of our economy, and our nation's leadership in the world. And the two are inextricably linked: our country cannot meet the competition without dramatically expanding the college access and increasing the success of low-income and minority students.

Together, leaders of public college and university systems throughout the U.S. – collectively educating more than two million undergraduates – are stepping forward to take on these challenges.

College Readiness/Developmental Education

Remedial education needs examined

By Art Jesler
HERALD-LEADER STAFF WRITER

FRANKFORT - A special committee urged the state yesterday to reduce its costly burden of remedial education and strengthen students' preparation for college.

The Task Force on Developmental Education, appointed by the state Council on Postsecondary Education, issued six recommendations:



Darrell Lovitt/Staff

Many still unprepared for college

Critics want changes in state remediation

By Mark Pitsch
mpitsch@courier-journal.com
The Courier-Journal

FRANKFORT, Ky. — First-year Kentucky college students who left high school prepared to do college-level work were increasingly likely to return for their second year, a new state study shows.

And students not ready for college work were more likely to drop out de-

spite taking classes there designed to help them catch up, according to the study released yesterday by the Council on Postsecondary Education.

Overall, 53 percent of first-year students entering Kentucky's public colleges and universities in 2004 were not prepared, compared with 54 percent of those entering in 2002.

The results prompted at least one lawmaker to call for schools and colleges to be held accountable for lowering remediation rates.

Others said high schools and colleges need to work together so that college admission requirements and high school coursework match.

ON THE WEB

Read the story at www.courier-journal.com/education to share your thoughts and find a link to the Kentucky Council on Postsecondary Education.

High schools and colleges should be financially rewarded or punished, depending on how well they prepare students and keep them enrolled; said state Rep. Harry Moberly, D-Richmond, the house budget committee chairman and a member of a state task force on remedial education.

"There has to be more done by

higher education to reduce remediation. They provide the teachers. They need more partnerships with the schools," Moberly said.

Jessica Verzzone, 21, a Kentucky State University freshman from Mobile, Ala., who earned a high school equivalency certificate in Kentucky, said she scored poorly on the math part of the ACT college entrance exam and is taking remedial math.

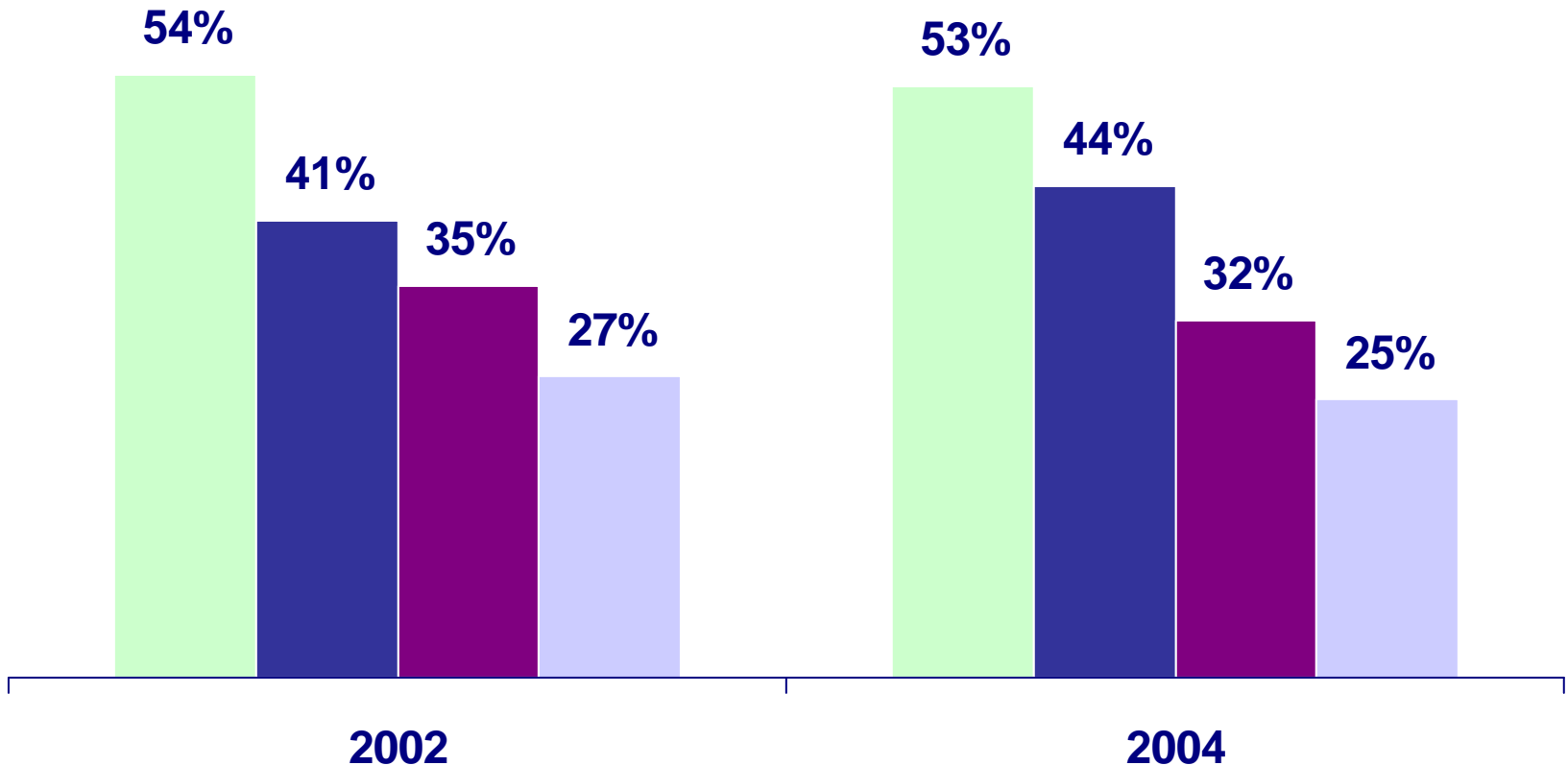
"It's a refresher course on eighth-grade math," Verzzone said. "You know how people are dyslexic. I'm like that with numbers. I get them all mixed

See REMEDIAL, B6, col. 1

on Developmental Education college preparedness yesterday. Westwood, R-Crescent president of the Council on and Rep. Harry Moberly, comment.

Students with developmental needs: All Kentucky public college entrants \$32 million dollars and counting!

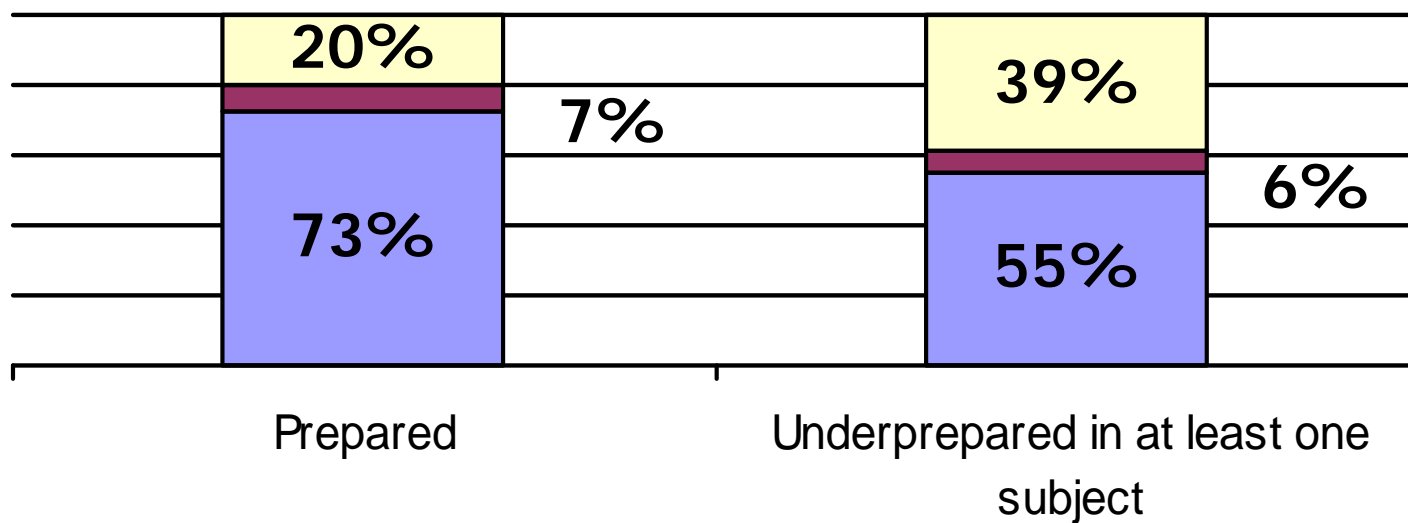
■ One or more subjects ■ Math ■ English ■ Reading



Source: CPE Comprehensive Data Base

Student Retention by Preparation Level: 2002-2003

- Dropped out
- Retained elsewhere in system
- Retained at starting institution



Note: Underprepared students scored 17 or below on a ACT subject exam. Includes entire college entry cohort, not only recent graduates of KY high schools. Source: CPE Comprehensive Database

College Readiness Status



63 percent of first-time freshmen cohort were recent high school graduates

Rates of under prepared freshmen varied by cohort:

GED recipients (92%)

African American (77%)

Hispanic (62%)

Part-time (86%) students

20 percent of students under prepared in math avoided taking any math classes at all in their first two years of college

Institutions varied widely in performance (institutional results at: http://cpe.ky.gov/info/dev_edu/index.htm)

In 2009, the numbers will increase as readiness standards in math and English are raised to national standards

Of Every 100 White U.S. Kindergartners:

- 94** Graduate from
high school
- 66** Complete at least
some college
- 34** Obtain at least a
Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 African American U.S. Kindergartners:

89 Graduate from
High School

51 Complete at Least
Some College

18 Obtain at Least a
Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 Latino U.S. Kindergartners:

62 Graduate from
high school

31 Complete at least
some college

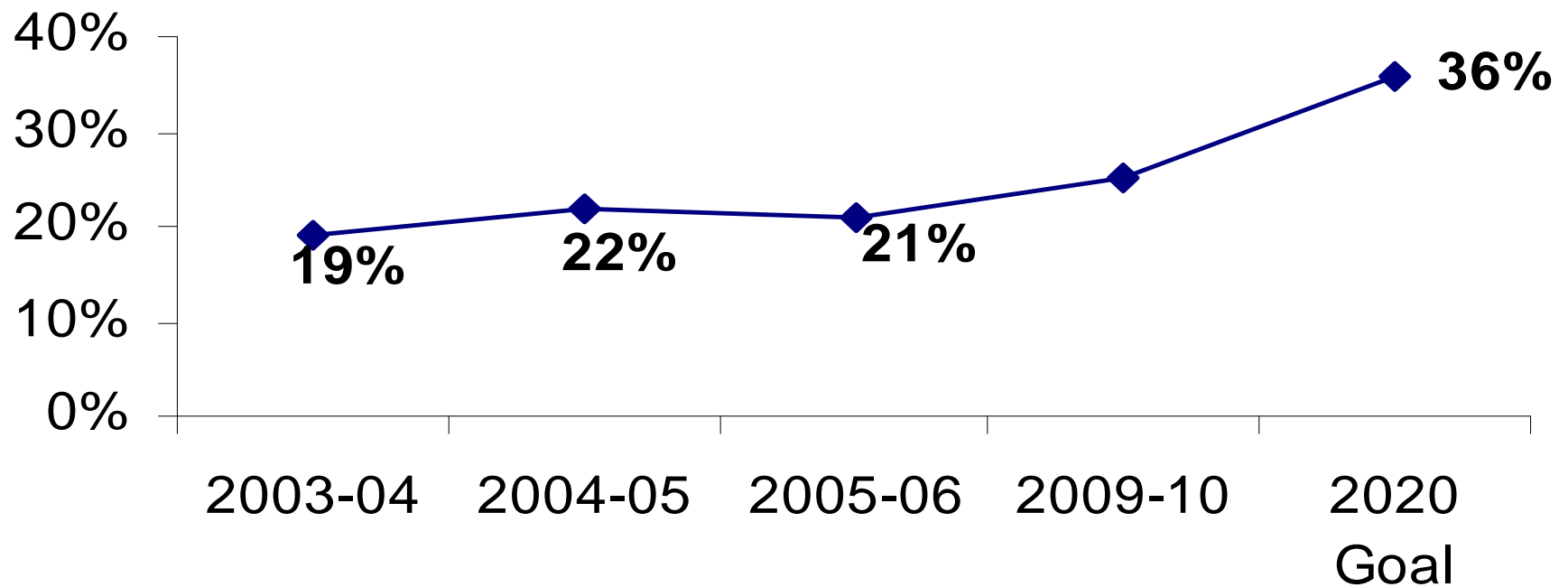
10 Obtain at least a
Bachelor's Degree

(25-to 29-Year-Olds)



- **Statewide Advisory Board** made up of educators and political and business leaders
- **Institutional liaisons**
- **Policy working groups**
 - Credit for prior learning
 - Flexible delivery of academic programs
 - Financial aid
- **CPE/Lumina grants totaling \$1 million**
- **CPE marketing campaign**
 - Project Graduate
 - Kentucky College Access Network (www.KentuckyCAN.org)
 - KnowHowToGoKY.org

College-Going Rate of GED Graduates



Adults with Some College, No BA Degree

Service Region	25-64, Some college, no degree 2000	25-64, Associate degree 2000	25-64, Total, Some college or Associate degree
EKU	44,872	12,100	56,972
KSU	17,884	4,963	22,847
Morehead	44,332	12,561	56,893
Murray	50,082	14,489	64,571
NKU	45,933	12,058	57,991
WKU	68,171	19,847	88,018
UK	55,599	17,584	73,183
UofL	103,243	28,878	132,121
TOTAL	430,116	122,480	552,596

Source: US Census Bureau, 2000

Employer Engagement

McDonald's/Kentucky Adult Education encourage GED attainment

By SUSAN WHEELDON
CJ Staff Writer

"It's one of the best things in my life I feel like I've achieved," said Jerry Waddle.

Recently he and another local resident, Melissa Galloway, achieved their GED with the help of the Pulaski Adult Education Center.

Waddle went to the Adult Learning Center after he was out of a job, following Crane's closing after working at the factory for many years.

"I really wanted to go back as soon as I got out of work," said Waddle, noting he wanted his daughters who were sitting and doing homework in the evenings, to know he had his GED. "When Crane went out I thought I'd better make the best of it."

Waddle said he worked at it for several hours each day and several more hours each night studying and doing work, during the time he was working towards getting his GED.

"If it hadn't been for them, I wouldn't have achieved what I did," said Waddle of the Adult

However, for those people who need to get their GED he said any person, if they set their mind to it, can do it.

For Galloway who has three daughters, she said finding time to study is nearly impossible as they come first for her.

"You can't raise a family well on a minimum wage job. That's the bottom line," said Galloway, "there are no extras."

However, to get her GED she had to sacrifice, but after many years of not having the "extras" she thought the sacrifice was worth it.

"I sacrificed a lot with this," said Galloway. "I had to cut my hours in half during the time I was working for it."

Now, she has set a goal to begin attending college classes come the spring semester at SCC. Galloway was in a special program which connected her to the college during the time she was getting her GED and said to find out about any special programs people should call the local adult learning center.

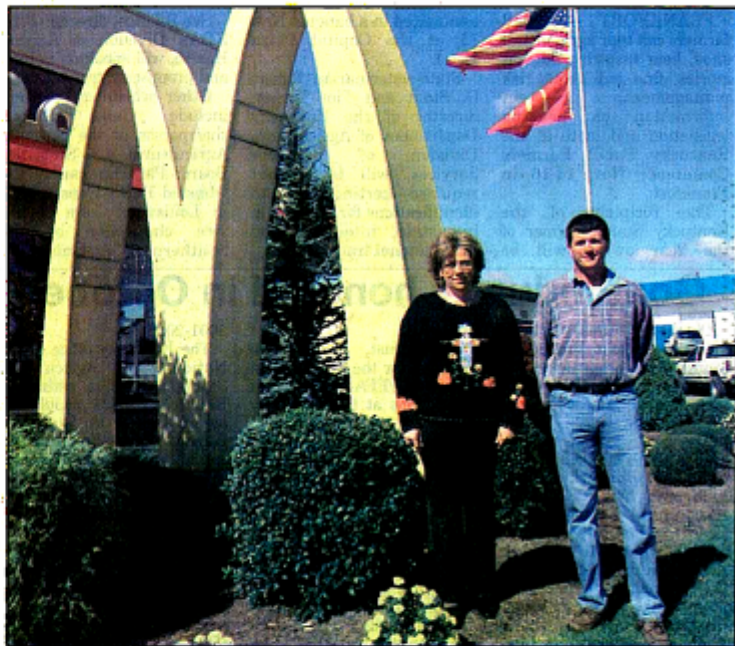
On average around 30

by Kentucky Adult Education, a unit of the Council on Postsecondary Education, to raise the educational attainment of adults in the Commonwealth.

"It's critical to Kentucky's economic and workforce development efforts that we continue to raise educational attainment for all Kentucky adults," said Sarah Hindman Hawker, vice president for Kentucky Adult Education. "This campaign has the potential to change the lives of individuals who are motivated to earn a GED, which is the gateway to continuing education, better jobs and higher earnings."

Adult education centers in every Kentucky county provide free GED classes, workforce education, family literacy and English as a second language and literacy services. To find the center in your county, call Kentucky Adult Education at 1-800-928-7323 or visit www.kyae.ky.gov.

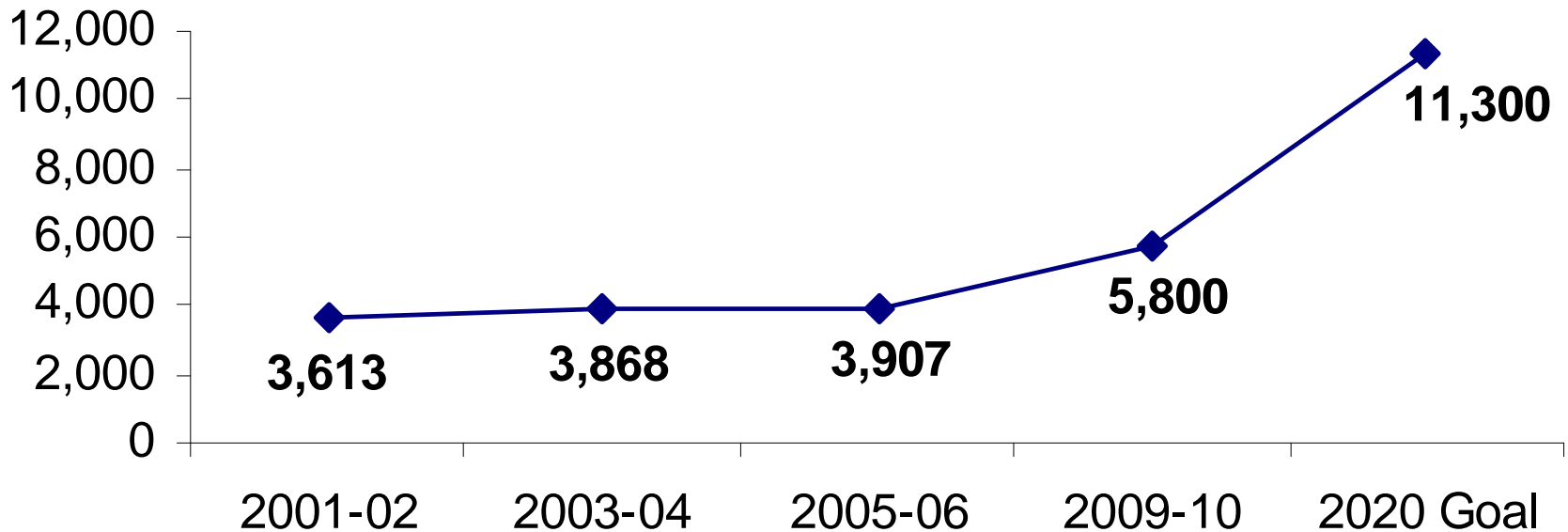
The local center offers classes including Adult



Susan Wheelodon Photo

Jerry Waddle and Melissa Galloway stand in front of McDonald's which recently partnered with Kentucky Adult Education to encourage GED attainment. Through the partnership they used trayliners and bagstuffers with a "GED — Prove Yourself" on them featuring Kentucky GED graduates.

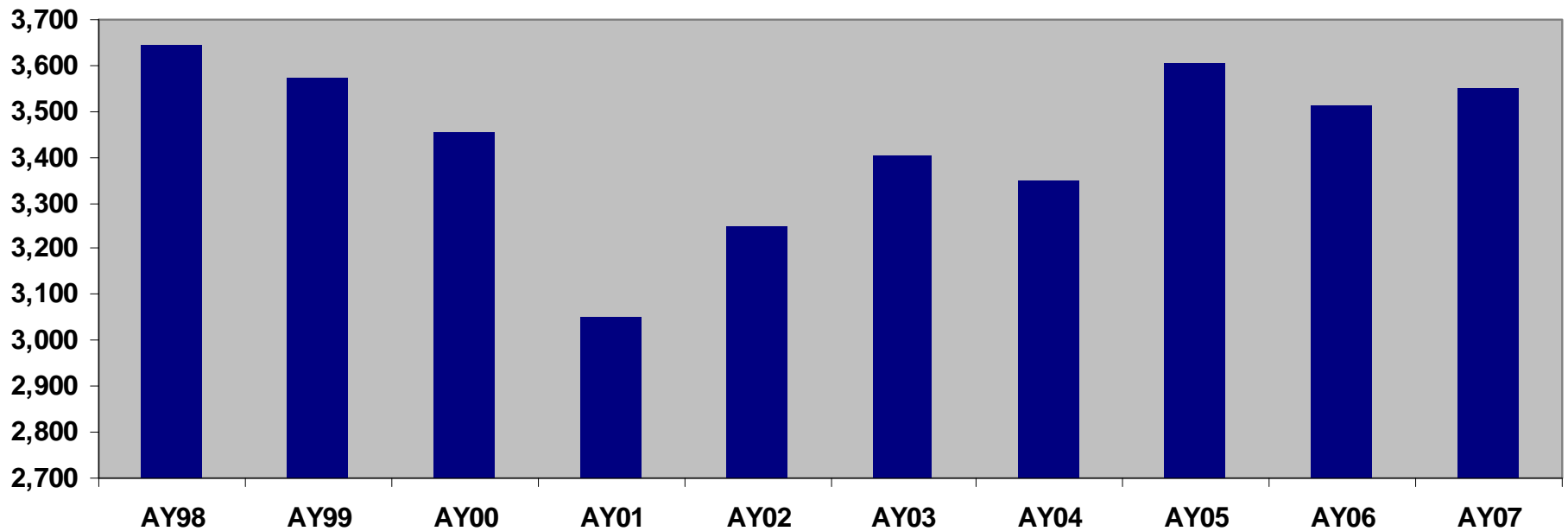
KCTCS Transfers to 4-Year Institutions



Source: CPE Comprehensive Database

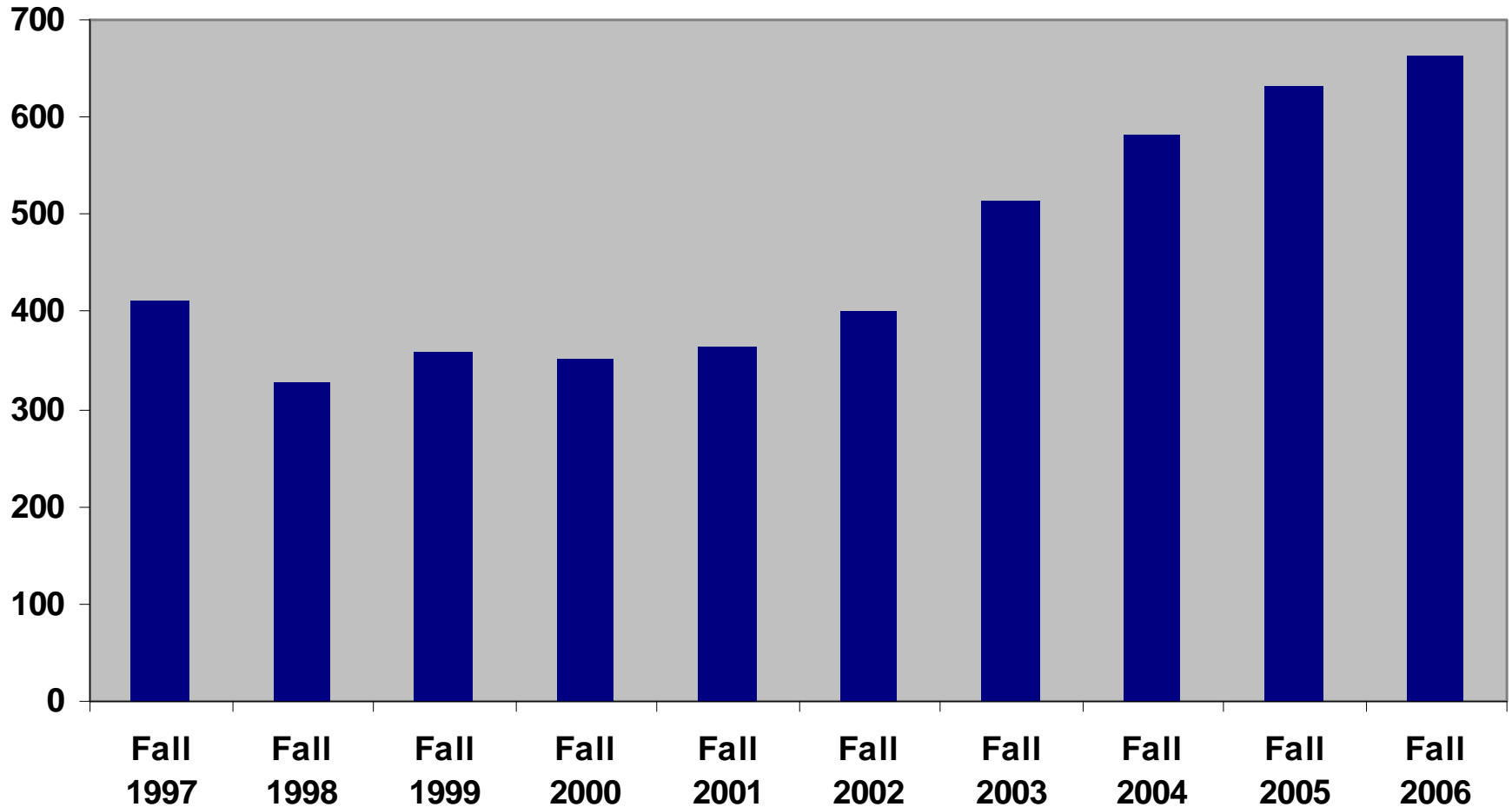
10 Years Since Reform

Transfer from KCTCS to Public Universities



Source: Council on Postsecondary Education

More Students are Transferring to Independent Colleges



Based on transfers from KCTCS to 4-year institutions

Source: Council on Postsecondary Education

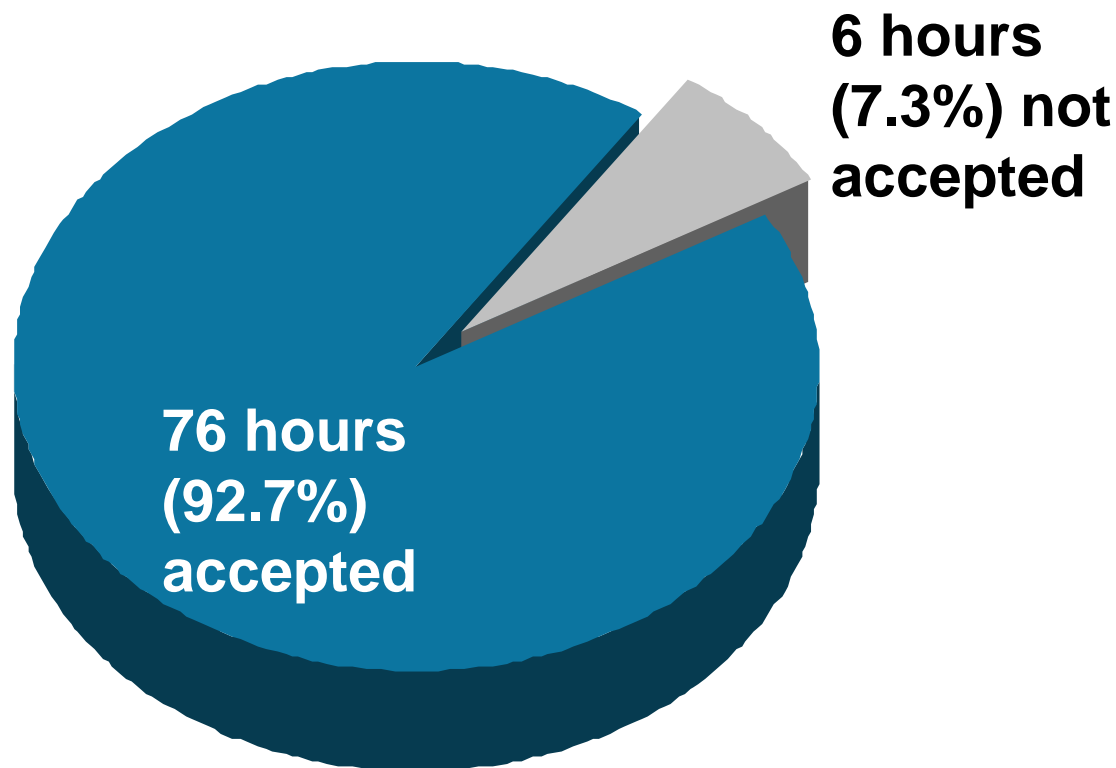
**Do transfer students
succeed at
universities?**

YES

**Students who were
first-time transfers
in fall 2005, averaged
a GPA of 3.08
in their second year at
the same public university.**

**Do KCTCS students'
credits transfer
to public universities?**

What percentage of KCTCS credit hours for associate degree completers was accepted for transfer at public universities?



Based on 2006-07 student data

How many credits do transfer students earn when completing a bachelor's degree at a public university compared to students who began at the university?

Students who began at the university

137.7 total credits
(all from 4-yr institution)

Transfers from KCTCS without an associates

143.7 total credits
(accepted for transfer and earned at universities)

Transfers with associate degree from KCTCS

146.7 total credits
(accepted for transfer and earned at universities)

100

110

120

130

140

Based on bachelor's degree graduates in academic year 2006-07

Source: Council on Postsecondary Education

**Why aren't more
student transferring?**

What are the key barriers to transfer in Kentucky?

CURRICULAR: Many high enrollment applied and technical programs are not designed for transfer and variations in university policies hinder transfer.

FINANCIAL: Most state and institutional financial aid programs are geared toward traditional students.

MOTIVATION: Many students' desire for a bachelor's degree is overshadowed by their desire for immediate employment.

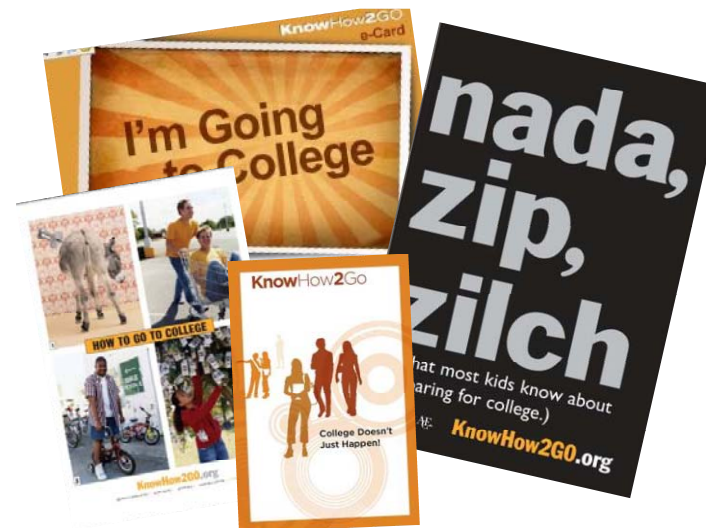
DELIVERY OF ACADEMIC SERVICES: Transfer students especially need academic courses and services offered in alternative formats and convenient times.

ADVISING: Students lack adequate advising about planning and preparing for transfer as well as the transfer process.

2008-10 College Access Initiative: **KnowHow2GO**Ky

Target Audiences

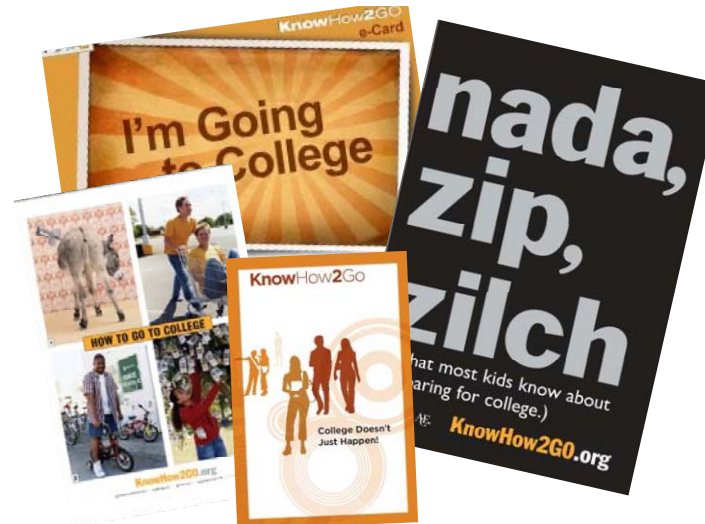
- GEAR UP/At-risk high school students
- Adults with some college
- GED graduates and adults without high school degree
- Potential transfer students



2008-10 College Access Initiative:

KnowHow2GOky

- **Project Graduate Pilot**
 - Data matching: finding the adult audience-1/2 million strong
 - STAMATS marketing study/plan
 - Development of marketing materials
 - Institutional support
- **Launch May 29, 2008**
 - Website KnowHow2GoKy.org
 - Statewide media campaign
 - Grassroots campaign-KentuckyCAN



2006-08 College Access Initiative:

KnowHow2GoKy

KentuckyCAN!

- Launched as a collaborative program of CPE and Prichard Committee.
- Network of public, private, civic, and faith-based organizations and individuals.
- Developed to magnify the efforts of college access effort across the state
- Grassroots arm- KnowHow2GoKy College Access Campaign

www.kentuckycan.org



Affordability and Access to Success

Many college students are heading toward a life of debt

By William Trombley
Senior Editor

FOR MILLIONS of college students who depend on federal loans to pay college bills, the recent news from Washington has been unsettling.

Searching for ways to reduce the huge federal budget deficit, Congress has targeted the student loan programs, which now account for about half of all student financial aid. Of \$39 billion in anticipated deficit reduction over the next five years, almost \$12 billion—by far the largest part—will come from the loan programs, leading to these changes:

- On July 1, interest rates on the popular Stafford loans will increase from a variable rate that has dipped as low as 4.7 percent this year, to a fixed rate of 6.8 percent.

Two-thirds of graduating seniors now borrow to pay the bills, and their average debt burden is \$19,200, more than twice what it was a decade ago.

- Parent Loans for Undergraduate Students (PLUS) loans, which have been made at variable rates recently averaging 6.1 percent, now will carry a fixed rate of 8.5 percent.

- Limits on Stafford loans will be increased (from \$2,625 to \$3,500 for the first year; \$3,500 to \$4,500 for the second; \$5,500 remains the limit for third- and fourth-year loans), but the total amount that a student can borrow remains capped at \$23,000. After that, many students are turning to private loans, generally at higher interest rates.

- For the fifth year in a row, federal Pell grants for lower-income students will be funded at the same level—\$4,050.

Two-thirds of graduating seniors now borrow to pay the bills, while in 1993 less than half did so. The average debt burden for these graduates is \$19,200, more than twice what it was a decade ago, according to The Project on Student Debt, a non-profit advocacy group.

agencies and non-profit lenders. "I also think this will scare more low-income students away from higher education."

Said Luke Swarthout, a higher education associate at the Public Interest Research Group, "The bottom line is that Congress took \$12 billion from the loan programs to pay for other things at the worst possible time. Tuitions are rising fast, the nation needs more college-trained people, and there is increasing evidence that one needs a college degree to lead a middle-class life."

Initially, changes in the loan programs were being studied as part of reauthorizing the Higher Education Act of 1965, a legislative process that began three years ago. However, as the federal deficit soared, "most plans to reform the student loan programs were swept aside, and the loan programs became a deficit reduction target," said Decky Timmons, director of government relations for the American Council on Education. "We were on the students' side on this one—why not reduce lenders' subsidy further, instead of hiking student interest rates?"

The legislation that emerged, and that is now law—the Deficit Reduction Act of 2005—is not entirely unfavorable to students. In addition to increasing Stafford loan limits, Congress voted to phase out the three percent "origination fee" that has been added to federal loans. Also, graduate students now are eligible for the PLUS loans that previously were available only to parents of undergraduates. And two new grant programs were established

who are proficient in math. Banks and other for-profit lenders are offering "no-fee" loan loans, which have been paid by the federal government in the past. The Budget Office estimates that these mispayments will amount to \$13 billion over the

More than 20 percent of student borrowers drop out, leaving them with no certificate or degree, and a debt to repay.

Some Americans Are Much Less Likely to Graduate From College:

B.A. Rates by Age 24

Young People From High SES Families	75%
Young People From Low SES Families	9%

SES is a weighted variable developed by NCES, which includes parental education levels and occupations and family income. “High” and “low” refer to the highest and lowest quartiles of SES.

Source: “Family Income and Higher Education Opportunity 1970 to 2003,” in *Postsecondary Education Opportunity*, Number 156, June 2005.

It's Not Just Preparation or Ability

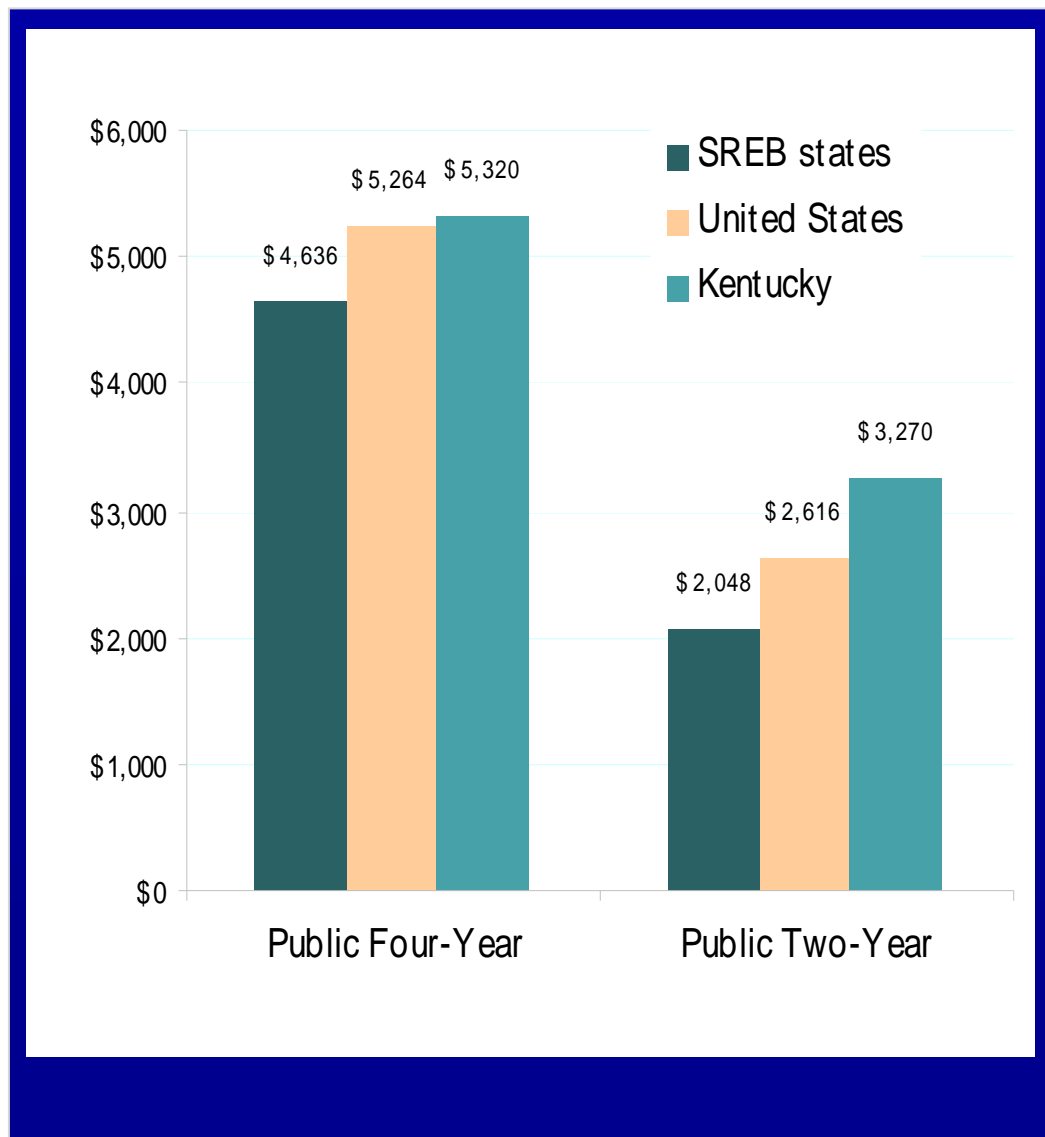
Percentage of 1992 High School Graduates
Attending College in 1994

By Achievement Test and Socioeconomic Status Quartile		SES Quartile	
		Lowest	Highest
Achievement Quartile	Highest	78%	97%
	Lowest	36%	77%

Tuition in Kentucky, SREB and U.S.

- ❖ Kentucky's in-state tuition is higher than the SREB average in both two and four-year sectors
- ❖ Kentucky's tuition is higher than the national average in both two and four-year sectors

2006-07 SREB Fact Book



Measuring Up- State Report Card: Affordability Declines in Kentucky

MU Affordability Indicator	State Ranking 2000	State Ranking 2006
Family Ability to Pay- Community Colleges	2	33
Family Ability to Pay- Public 4 yr.	6	25
Family Ability to Pay- Private 4 yr.	8	26

And to Make Matters Worse!

Table 3: Avg. Institutional Grant Aid per Full-Time Dependent Undergraduates by Institutional Type and Family Income

Four-year Public Colleges					
Family Income	1995	1999	2003	% Chg 1995 - 2003	Amt Chg 1995 - 2003
< \$20K	\$836	\$838	\$1,251	50%	\$415
\$20 - \$39,999	\$643	\$777	\$1,139	77%	\$496
\$40 - \$59,999	\$465	\$706	\$906	95%	\$441
\$60 - \$79,999	\$371	\$714	\$952	157%	\$581
\$80 - \$99,999	\$196	\$494	\$754	285%	\$558
\$100,000 Plus	\$239	\$619	\$781	227%	\$542

Nationally, today, almost 60% of
institutional aid dollars in 4-year
public colleges go to students
with
NO FINANCIAL NEED!

Contain Costs/Increase Productivity

HIGHER ED | Only one in three Ky. adults has a bachelor's degree

By 2030, there will be 35 million more jobs in the United States than people to fill them, said Toni Zawacki, general manager of Toyota Motor Manufacturing Kentucky in Georgetown.

The way to obtain skills for those jobs is to earn a two-year or four-year college degree, speakers said.

"The skills necessary to be successful in the workplace are identical to the skills you need to be successful in college," said Michael McCall, president of the Kentucky Community and Technical College System.

McCall said two-thirds of the 2 million members of Kentucky's adult population ages 19 to 54 do not have a bachelor's degree. Of that group, on-

ly 14 percent are seriously

considering fu

McCall, n third of those gree said they further education obtain it only those adults families, raised whether the s the financial a

Several spe Richards and the legislature a way to make aid available.

Today, R Ernie Fletcher, opponent Ste scheduled to s eon that will c ference.

Reach Art Jester 3489 or 1-800-9 3489.

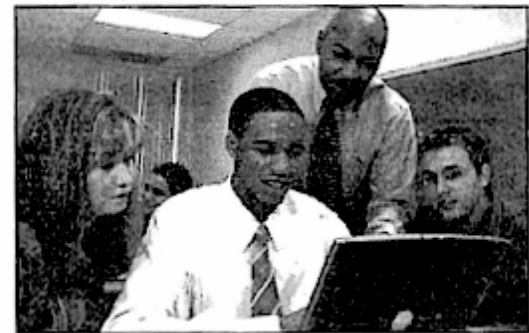
Coalition Seeks to Point More Toward College

'KentuckyCAN' Will Promote Education Beyond High School

The Prichard Committee and Kentucky's Council for Postsecondary Education recently launched a new effort to get more students, parents, and adults focused on earning a college degree.

The new Kentucky College Access Network, created in August, will work to coordinate existing efforts to promote postsecondary education and seek new ways to promote college-going. The groups will use a \$500,000 grant from the Indianapolis-based Lumina Foundation to build the KentuckyCAN program.

Joe McCormick, the executive director of KentuckyCAN, said the first step has involved taking stock of programs already pointing teens and adults toward college. KentuckyCAN will

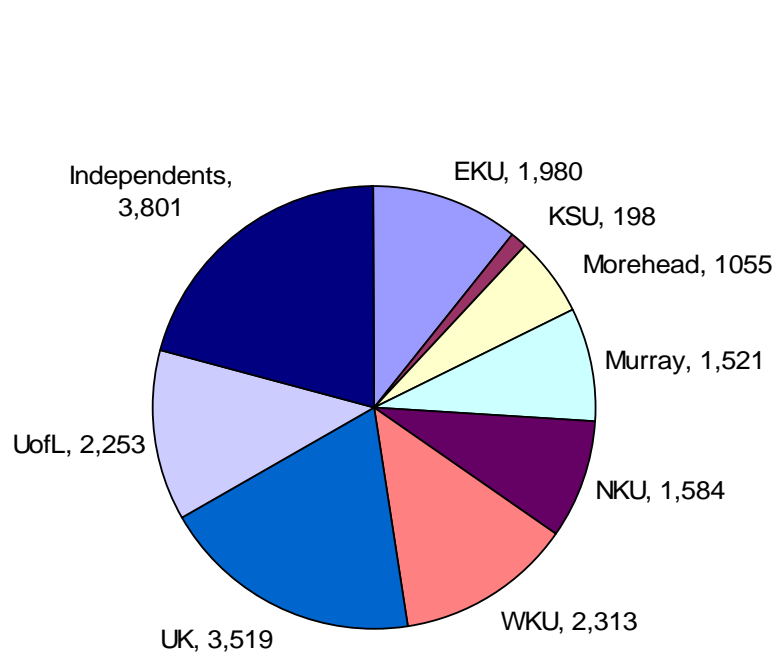


Students at Western Kentucky University in Bowling Green work with a professor in a business course. (WKU Photo)

work to build a stronger coalition among those groups and at the same time look for gaps in current efforts. "We hope to discover new ways

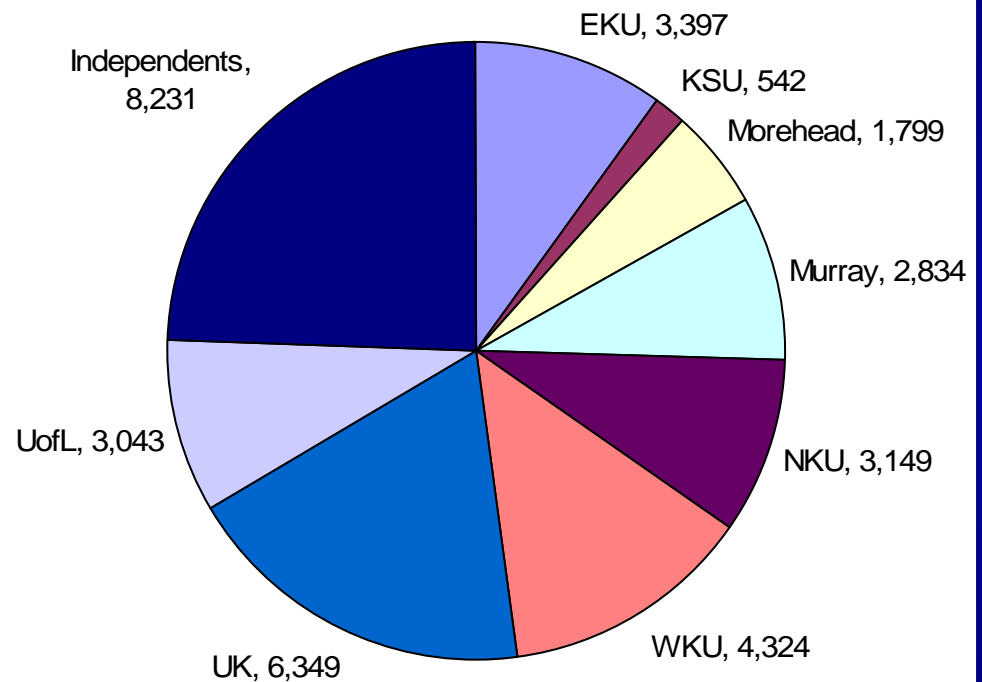
See KentuckyCAN, Page 4

2020 Bachelor's Degree Targets



2006

Bachelor's Degrees: 18,700



2020

Bachelor's Degrees: 33,700

Benefits of a More Productive System

Bachelor's degree production on average increased by 4% over the last 3 years, near the required DTN rate.

- Kentucky is producing more degrees now than prior to reform.
- The average six-year graduation rate at the public universities increased from 36.6% in FY98 to 46.7% in FY06 but more improvement is needed to catch up with benchmarks.
- **Data prepared by NCHEMS confirm that Kentucky institutions produce fewer degrees than other similarly-funded institutions.**
- **Approximately 25 states with equal or less funding produce a greater number of bachelor's degrees per 100 FTE undergraduates.**
- While additional tuition and general fund revenue are needed to achieve the 2020 goals, the system must maximize current resources and become more productive.

Drop-Failure-Withdrawal Rates Mathematics

■ Georgia State U	45%
■ Louisiana State U	36%
■ Rio CC	41%
■ U of Alabama	60%
■ U of Missouri-SL	50%
■ UNC-Greensboro	77%
■ UNC-Chapel Hill	19%
■ Wayne State U	61%

The University Of Alabama Story: Redesigning Developmental Math

<u>Semester</u>	<u>Success Rate</u>	<u>Semester</u>	<u>Success</u>
Fall 1998	47.1%	Spring 1999	44.2%
Fall 1999	40.6%	Spring 2000	53.5%
Fall 2000	50.2%	Spring 2001	35.8%
Fall 2001	60.5%	Spring 2002	49.8%
Fall 2002	63.0%	Spring 2003	41.8%
Fall 2003	78.9%	Spring 2004	55.4%
Fall 2004	76.2%	Spring 2005	60.1%
Fall 2005	66.7%	Spring 2006	56.6%
Fall 2006	73.8%	Spring 2007	59.8%
Fall 2007	75.2%		

University of Alabama: Success Rates by Ethnicity (Fall Semesters)

	<u>F 99</u>	<u>F 00</u>	<u>F 01</u>	<u>F 02</u>
African-American	35.0%	59.4%	60.4%	63.6%
Caucasian	41.1%	46.5%	60.7%	62.3%
Overall	40.6%	50.2%	60.5%	63.0%

Success at Lower Cost!

- Traditional Course Cost

- 1480 students
43 sections of 35 students each
- Total cost \$171,910
- Cost Per Student \$116

- Redesigned Course Cost

- 1480 students
- Total cost \$122,750
- Cost Per Student \$83



DELTA PROJECT

on Postsecondary Education Costs,
Productivity, and Accountability

Their mission is to help improve college affordability by controlling costs and improving productivity. The work is animated by the belief that college costs can be contained without sacrificing access or educational quality through better use of data to inform strategic decision making.

The Growing Imbalance, 2008 (www.deltacostproject.org)

Enhance Quality

***“Challenge Students to
Think Critically and Learn
Deeply”***



Enhance Quality: State Initiatives

- **Use of the NSSE/CCSSE at State/Institutional levels**
 - **NSSE results since 2000**
 - **CCSSE reporting begins in 2007**

NSSE/CCSSE Reports on Effective Educational Practices

- Level of Academic Challenge
- Active and Collaborative Learning
- Student Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

Enhance Quality: State Initiatives

- **Launch of College Level Learning Initiative 2008/09**
 - Competitive Exam Performance (e.g. GRE)
 - Licensure Pass Rates
 - Performance on Direct Assessment (i.e., ACT CAAP)
 - Comparison of College Graduate versus Non-graduate Performance on National Assessments

Enhancing Quality: State Level Initiatives

- **Launch of Kentucky Advising Association 2008**

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community.

National Academic Advising Association (2006).

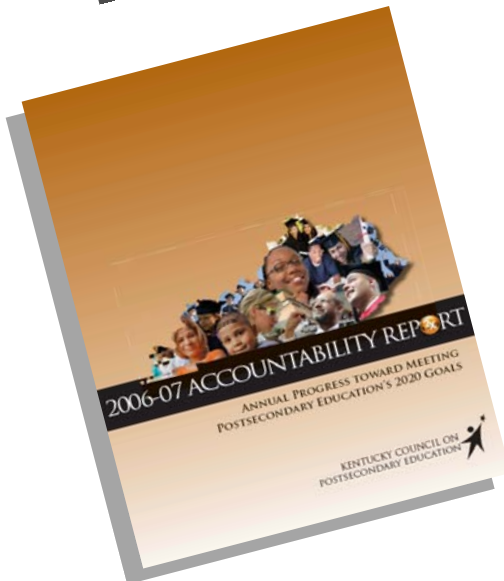
Increase Public Support

- Advance the Public Agenda
- Improve productivity
- Focus on outcomes not process
- Communicate successes
- Help Kentucky solve its costly problems
- Engage partners
- Advocate for smart public policy



CPE Funding Model and Budget Recommendation

- ✓ Double the Numbers Fund
- ✓ Developmental Education, STEM, and Other Statewide Priorities such as Bucks for Brains
- ✓ Necessity of support for adult education, college access, community outreach, and transfers



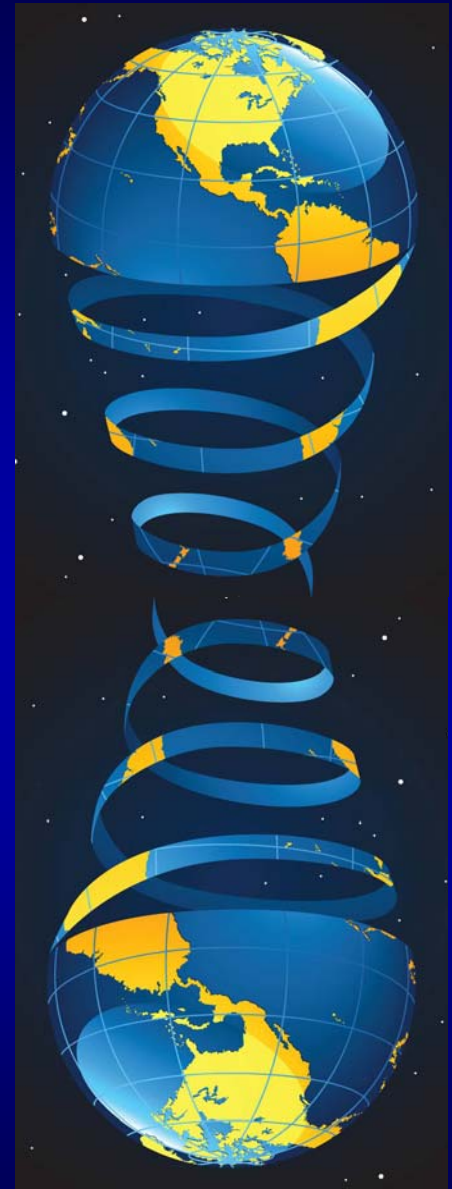
Accountability System

- ✓ Measures annual progress toward 2020 goals
- ✓ State and institution key performance indicators

The Only Constant is Change

"...the rules break like a thermometer -- quicksilver spills across the chartered systems. We're out in a country that has no language no laws. We're chasing the raven and the wren across gorges unexplored since dawn. Whatever we do together is pure invention. The maps they gave us were out of date by years."

Adrienne Rich



Thank you!

Jim Applegate, Ph.D.
Vice President for Academic Affairs

Council on Postsecondary Education

